

university of minnesota memo

To Penny Krosch

From Martha Kvanbeck, Senate

- For your information
- For your approval
- Per your request
- For your attention
- Note and file
- Note and return
- Note and forward
- Please advise
- Please reply
- Send copy
- Please see me

The enclosed materials
were distributed at the
Senate and Assembly
meetings yesterday,
May 15, 1986.

Date _____

Additions to Item II. on the University Senate agenda and Item I. on the Faculty Senate agenda for May 15, 1986.

II. COMMITTEES OF THE SENATE, 1986-87
Action

BUSINESS & RULES Faculty/academic professionals: John Fossum, Marilyn Grantham, Joel Nelson, Wesley B. Sundquist. Students: David Lenander (chr.), 1 to be named.

INTERNATIONAL EDUCATION Faculty/academic professionals: John Cogan (chr.), Robinson Abbott (UMM), Subir Banerjee, Robert Dixon, Frank Hirschbach, Benjamin Liu, Byron Marshall, Jane Plihal. Students: 4 to be named.

PLANNING Faculty/academic professionals: Carl Adams, James Hearn, John Howe, Warren Ibele, W. Donald Spring, Patricia Swan. Students: James Clark, Tim Ziegenhagen (UMM).

INFORMATION:

STUDENT ACADEMIC SUPPORT SERVICES Faculty/academic professionals: Richard L. Jones (chr.), Bert Ahern (UMM), Donald Berry, Wendell DeBoer, Sandra Flake, Fred A. Johnson, Larry Kinney, Michael Metcalf, Dennis Savaiano, Stephen Sylvester (UMC). Students: 5 to be named.

SERVICES FOR THE HANDICAPPED Faculty/academic professionals: Lenore Burgard (chr.), Donald Asp, Frank Beil(UMM), Terence Collins, Manfred Meier, Susan Rose, 1 to be named. Students: at least 2 to be named.

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I. COMMITTEES OF THE FACULTY SENATE, 1986-87
Action

JUDICIAL Faculty: Amos Deinard (chr.), F.R.P. Akehurst, Laird Barber (UMM), Carole Bland, Clara Bloomfield, Miriam Cohn, Hans Courant, Timothy Dunnigan, Arnold Flikke, Donna Forbes (UMD), Janice Hogan, James Jordan, Norman Kerr, Candace Kruttschnitt, C. Robert Morris, Roger Park, Stephen Prager, Kathryn Reyerson, George Seltzer, Gordon Swanson, Wolfgang Taraba, Andrew Whitman, Frank Wood.

Some Comments on Preliminary Results
(Twin Cities Campus)

1. College of appointment was significantly related to both preference and change.
2. Comparison between tenured and non-tenured faculty indicated tenured faculty were more likely to prefer the quarter system. For retaining the quarter system, 59.5% of the tenured faculty and 52.5% of the non-tenured faculty voted to retain.
3. No gender differences in preference question, but a statistically significant difference with respect to the change question. A higher percentage of females than males (47.6% vs. 40.9%) favored changes to the semester system.
4. The relationship between number of courses taught and change was also examined. One result showed that a higher percentage of faculty who taught one or more day-school courses than faculty who did not teach during the past three quarters indicated that no change should be made (60.6% vs. 47.7%).

Table 2

SUMMARY FOR TWIN CITIES CAMPUS OF PREFERENCE
AND CHANGE BY ACADEMIC UNIT

Unit	Preference			Change	
	Quarter %	Semester %	Equal %	No %	Yes %
Academic Affairs					
Biological Sciences	78.0	16.9	5.1	79.7	20.3
Education	59.3	32.4	8.3	64.8	35.2
Liberal Arts	38.6	54.8	6.5	42.2	57.8
Continuing Education & Extension	60.0	20.0	20.0	77.8	22.2
General College	60.6	36.4	3.0	63.6	36.4
Graduate School	61.5	38.5	----	58.3	41.7
Humphrey Institute of Public Affairs	14.3	57.1	28.6	42.9	57.1
Technology	45.0	41.3	13.8	56.1	43.9
Law	7.1	78.6	14.3	8.3	91.7
Management	68.3	30.2	1.6	73.8	26.2
University College	----	----	----	----	----
Institute of Agriculture, Forestry, and Home Economics					
Agriculture	67.5	25.5	7.0	70.3	29.7
Forestry	81.8	12.1	6.1	87.9	12.1
Home Economics	61.3	32.3	6.5	67.9	32.1
Agricultural Experiment Station	33.3	44.4	22.2	33.3	66.7
Minnesota Extension Service	41.4	31.0	27.6	51.7	48.3
Health Sciences					
Dentistry	51.9	32.7	15.4	57.7	42.3
Medical School	36.5	29.1	34.3	48.2	51.8
Mortuary Science	100.0	----	----	100.0	----
Nursing	33.3	57.6	9.1	48.4	51.6
Pharmacy	57.1	42.9	----	66.7	33.3
Public Health	70.2	17.0	12.8	80.0	20.0
Veterinary Medicine	74.1	13.0	13.0	78.8	21.2
Vice President's Office					
Student Affairs	50.0	42.9	7.1	57.1	42.9
Academic Affairs	25.0	75.0	----	25.0	75.0
Other	46.3	28.4	25.4	58.9	41.1

Table 1
SUMMARY OF SURVEY PREFERENCE BY CAMPUS

QUESTION RESPONSE	<u>Twin Cities</u>		<u>Duluth</u>		<u>Morris</u>		<u>Waseca</u>		<u>Total</u>	
	N	%	N	%	N	%	N	%	N	%
<u>System Preference</u>	1,727		182		60		31		2000	
Quarter	861	49.9	69	37.9	23	38.3	22	71.0	975	48.7
Semester	613	35.5	93	51.1	30	50.0	3	9.7	739	37.0
No Preference	227	13.1	18	9.9	6	10.0	6	19.3	257	12.9
No Response	26	1.5	2	1.1	1	1.7	-	--	29	1.4
<u>Prefer Change to Semester</u>										
Yes	676	39.1	103	56.6	31	51.7	4	12.9	814	40.7
No	931	53.9	73	40.1	28	46.7	27	87.1	1059	53.0
No Response	120	6.9	6	3.3	1	1.7	-	--	127	6.3

Response: Twin Cities: 1727/2722 = 63.5%
Duluth: 45.7%

Morris: 60/84 = 71.4%
Waseca: 31/51 = 60.8%

For May 15 Twin Cities Campus Faculty Assembly meeting

I. FACULTY AFFAIRS COMMITTEE
Academic Calendar Survey

This is a preliminary report of results available and summarized to date. A more detailed report is being prepared for future distribution. The results for voting on the question of system preference and preference change to the semester systems are summarized in Table 1, by campus. Comparable results are summarized by academic unit, for the Twin Cities campus only, and are presented in Table 2.

Additions to Item I. on the Twin Cities Campus Assembly agenda for May 15, 1986.

I. COMMITTEES OF THE ASSEMBLY, 1986-87

Action

INTERCOLLEGIATE ATHLETICS Faculty/academic professionals: Mariah Snyder (chr.), John Clark, Eleanor Fenton, Allen Goldman, Jo-Ida Hansen, James Jernberg, Richard Purple, Earl Scott, Robert Stein, Deon Stuthman. Alumni: 3 to be named. Students: John Berg, Bradley Carlson, Jonathon Farber, Douglas Lahammer, Corey Smith.

INFORMATION:

CALENDAR Faculty/academic professionals: David Olson (chr.), Caroline Czarnecki, Harlan Hansen, Jean Montgomery, William Van Essendelft. Students: 3 to be named.

INTERNATIONAL STUDENTS Faculty/academic professionals: Jaroslav Cervenka (chr.), Frank Braun, Floris King, Mary Jo Maynes, Joseph Schwartzberg. Students: 5 to be named.

PLACEMENT SERVICES Faculty/academic professionals: Lee Stauffer (chr.), Robert Eyestone, Edward Griffin. Placement Officers: Frank Braun, Gary McGrath, Lila Moberg. Students: 3 to be named.

TRANSPORTATION & PARKING Faculty/academic professionals: Warren Loud (chr.), Barbara Killen, Philip Portoghese. Civil Service: 2 to be named. Students: 4 to be named.

AMENDMENT

(INDIRECT COST RECOVERY FUND)

MOTION:

To amend the motion submitted by the Educational Policy Committee and the Research Committee by adding the following contextual wording before the first sentence:

"The University Senate recommends that the Board of Regents adopt the following policy regarding Indirect Cost Recovery Funds:"

and by inserting the following passage between the first and second sentences of the motion as submitted:

"Should budgetary circumstances warrant consideration of less than 50% distribution to the colleges, consultation with the Senate Finance Committee is required. In no case, however, will the distribution to the colleges be less than 1/3."

Jack C. Merwin, Chair,

Finance Committee

Deon D. Stuthman, Chair,

Consultative Committee

for May 15 Twin Cities Assembly meeting:

PROPOSED AMENDMENT TO VI. Educational Policy Committee

Grading Policy

MOTION:

That the I and N grades be amended as indicated below. (Addition is underscored; deletion has line through it.)

I -- Assigned by an instructor to indicate Incomplete, in accordance with provisions announced in class at the beginning of the quarter, when in the instructor's opinion there is a reasonable expectation that the student can complete successfully the work of the course. An I that is not made up by the end of the next quarter of residence becomes an F if registered under the A-F and an N if registered under the S-N; instructors may set dates within the quarter for make-up examinations. (In the Graduate School, in master's degree programs in undergraduate colleges, and in the doctor of medicine programs, an I remains until changed by the instructor.) When an I is changed to another symbol, the I is removed from the record.

N -- Assigned when the student does not earn an S ~~-or a D or higher -~~ and is not assigned an I. It stands for no credit.

COMMENT:

The two proposals are housekeeping details.

WENDELL J. DeBOER, Chr.
Student Academic Support
Services Committee

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and by inserting the following passage between the first and second sentences of the motion as submitted:

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Jack C. Merwin, Chair,

Finance Committee

Deon D. Stuthman, Chair,

Consultative Committee

Where Is M.I.T.'s Place in the Star Wars Debate?



The following is the charge to the graduates by Paul E. Gray, '54, above left, with David Saxon '41, Chairman of the Corporation.

President of MIT

The university is an institution in the middle of the continuing experiment we know as democracy.

For both the university and for democratic society, the common hallmarks are the free and open expression of ideas, the embrace of pluralistic beliefs, the reliance on civil discourse—all in the development of common cause. Just as the university takes its primary direction and priorities from its faculty, so a democratic society draws its strength and mandate from consultation and consensus among its citizens. I would like to speak briefly this morning about the university's role in debates on matters of public interest.

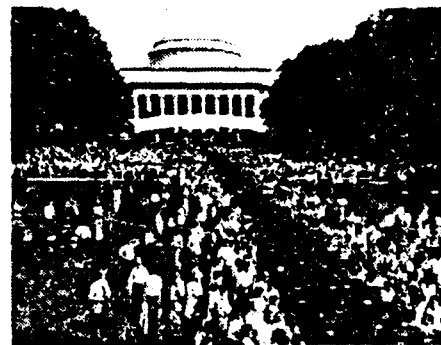
At the university, the principles of open expression and academic freedom have faced challenges over the years—from within and without. We have weathered those challenges and have stood firm against efforts to place limits on inquiry and on open discourse among members of the academic community. As many of you know, the past few years have witnessed some efforts by the federal government to restrict information about university-based research on the ground that—without such restrictions—sensitive technologies may be transferred unintentionally to potential adversaries. These efforts have been much muted in the past year, largely because the university commu-

nity has been successful in persuading policymakers in the government that science is an enterprise which depends for its vitality and strength on free, open, and widely shared communication and access. And the nation depends on the vitality of science and engineering for continued prosperity, innovation, and economic growth.

We should not assume, however, that concerns regarding the independence of the universities can be put behind us. More recently, two different issues have highlighted the dilemma of the university in the middle.

First, the funding of science research under President Reagan's Strategic Defense Initiative—the program known popularly as "Star Wars"—has created controversy within the scientific and academic communities. We have recently learned that the SDI program will fund basic research in universities, and that the funding of some ongoing research programs which are relevant to SDI may be shifted to that program. The head of the SDI's Office of Innovative Science and Technology has asserted that the participation of university researchers in SDI-funded projects will add prestige and credibility, and will influence the Congress to be more generous in funding for the program. The impact of this manipulative effort to garner implicit institutional endorsement for SDI comes with special force because of the controversial nature and the unresolved public policy aspects of SDI.

Second, there has been a renewal of efforts at colleges and universities around the country—M.I.T. included—to persuade these institutions to take an active stance against the government of South Africa and its system of apartheid. These efforts have primarily taken the form of calls for the universities to sell their stock in U.S. corporations which do business in South Africa. I share the view that apartheid is an evil, unsupportable, and vicious system. I would like to see it end—the sooner the better. Even those of us who decry that system, however, hold differing views as to the consequences of divestment for the ma-



majority of the people of that country, for its government, for the corporations involved, and for the universities who hold stock in those companies. And there is a major question, again, of how far a university—chartered for academic purposes—should go in using the resources entrusted to it for the purpose of influencing social policy.

In each of these two cases, efforts are made to nudge the university out of the middle, to put it in a position in which its influence and authority or prestige are used to achieve goals which are only remotely related to the academic purpose or to the vital internal interests of the university.

There Is a Time to Speak Out

Obviously, there are situations in which it is appropriate for a university—for *this* university—to speak with an institutional voice on political issues. Our steadfast opposition to constraints on access to research and on free communication of results, as in the case of technology transfer, is one such example. The test, if you will, is whether the issue at hand has a clear, unambiguous, and direct connection to the essential activities of the institution. Every time a university moves beyond this boundary, it invites political treatment of its own interests, and disenfranchises those within the institution whose views are different. Great caution is required in such matters.

This is not to say the academic community should not participate in the debate on matters of public interest. Questions regarding the establishment of national priorities, policies, and allocation of resources must be informed by the will and the judgment of the people, reflected and expressed within the Congress. The national debate on these issues can—and should—be invigorated and illuminated by discussion and reflection within the universities. Beyond that, universities have a responsibility to communicate these insights to the public and to policymakers alike.

What I find particularly troublesome

about the SDI funding is the effort to short-circuit the debate and use M.I.T. and other universities as political instruments in an attempt to obtain implicit institutional endorsement. This university will not be so used. Any participation at M.I.T. in SDI-funded research should in no way be understood as an institutional endorsement of the SDI program. I have begun communicating this view to appropriate persons in the government, and will continue to do so.

With reference to divestment, it is the policy of the Institute to urge companies in which it invests and which do business in South Africa to comport themselves in ways which improve the status and condition of their South African employees. I believe that this policy is appropriate, both in terms of its effect in that nation, and in terms of the Institute's mission and responsibilities, and I support it fully.

In conclusion, I suggest once again that our continued effectiveness as an educational institution, as a focal point for research and scholarship, and as a place in which the views of all members of the community are afforded the proper respect and credibility, depends on our careful adherence to the principle that, within very broad limits, we should endeavor to be neutral *as an institution* in all matters which do not have a direct and immediate effect on this place. I am convinced that holding fast to the principles of open expression, academic freedom, and institutional neutrality both serves the national interest and manifests our institutional purposes. Our greatest strength is a commitment to the unfettered exploration and discussion of ideas.

Similarly, the free and open expression of ideas, the embrace of pluralistic beliefs, and the reliance on civil discourse to reach our goals are at the heart of the democratic society in which we live. As you leave these halls, I urge you to carry these traditions with you and to bring your voices and your talents to bear on the questions which will determine the future directions for this society and this planet. □



This captures both the maternal pride that is part of every Commencement

and the red armbands worn by many graduates to protest Apartheid.

The case against Star Wars

By Paul Udstrand

"Why so much apocalyptic criticism... aimed at a presidential initiative which aspires only to save lives and make nuclear weapons obsolete; why... so much opposition to a system which is non-offensive, non-nuclear, non-mass destructive and which could not harm a single Soviet citizen?"

This is the question posed by Tom Schroeder and Jamie Wellik last week on the Daily's Opinions page ("Making the case for SDI," May 1). I intend to answer this question, but first I would like to thank the authors of that article for providing such a splendid example of the simple-minded, idiotic and contradictory thought that is behind the Strategic Defense Initiative.

As is typical with SDI proponents, Schroeder and Wellik make a lot of noise about the technological possibility of "Star Wars" and all the technological "barriers" already overcome. But they are not entirely accurate. They imply that by using "primarily off the shelf technologies" we could have a 90 percent effective defense in five years. Actually, the only technologies on the shelf are the ones the Soviets would use to counter our strategic defense, such low-tech stuff as decoys, reflective coatings and shorter boost phases on the launchers.

It's true that the United States has tested several different types of lasers and has developed a chemical laser. Tests with rail guns and smart bullets have also been conducted and have surpassed the levels of development previously thought possible. But Schroeder and Wellik give the impression that this stuff is ready to go.

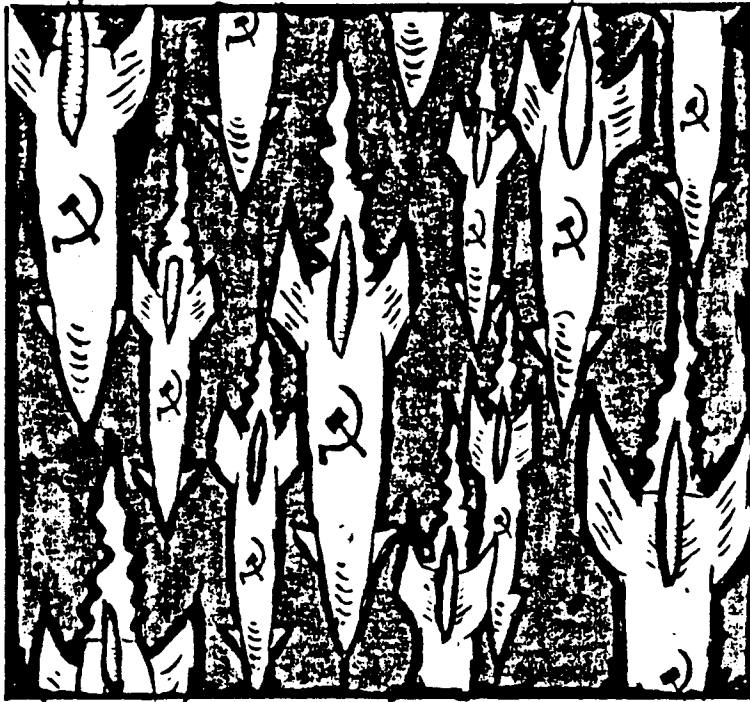
In fact, these systems are far from being used in a practical defense system. Bouncing a laser off a six-inch mirror in space is a far cry from shooting down 7,800 Soviet warheads and up to 200,000 decoys while under an attack.

The biggest technological problem facing SDI has never been the lasers anyway. It was—and still is—what's called battle management. Somehow the defense must be coordinated. Even with as few as 72 satellites involved, the U.S. requires a system that can accurately direct fire at up to 200,000 targets, defend itself, compensate for the loss of some of its components (the Soviets will undoubtedly get some of the satellites), and not get confused in the process. All this within 15 to 30 minutes. It's been estimated that entirely new computers will have to be developed to do it, and up to 10 million or more lines of software will have to be programmed to get it to working. But let's suppose for now that this can somehow be achieved.

Schroeder and Wellik also address the unfortunate inaccuracies we've heard about the cost of SDI. They tell us that the system will cost about \$100 billion, not the \$1 trillion that Congressman Martin Sabo would have us believe. That estimate comes from the Lockheed Corporation, no doubt an unbiased and credible source (though also one of the top 20 defense contractors in the nation). The independent Center on Budget and Policy Priorities estimates that research and development on SDI could cost up to \$90 billion between 1984 and 1994.

If so, the SDI budget will overtake the individual budgets for the MX missiles, the Midgetman missile and the Trident II submarines. Eventually, SDI could constitute 13.1 percent of the defense department's research and development budget. By the time we get around to deploying the thing, many would agree that \$200 billion would be a realistic figure.

Of course, Schroeder and Wellik point out that "any cost estimate is premature for a system whose form design and deployment



are still uncertain." This after 10 paragraphs of making SDI sound like a cheap defense that's just waiting to be plucked off the shelf and popped into space.

But all this chatter about the technological feasibility of SDI is, in the end, irrelevant. Even if we accept the (questionable) proposition that SDI is technologically possible, it still does not make sense to any sane person. The Pentagon claims that the defense could

be 75 percent effective. Schroeder and Wellik claim 80 percent might be a realistic figure. I don't want to argue over figures, so let's say it's 95 percent effective. Now let's put these figures into perspective. According to the Union of Concerned Scientists, the Soviets have 7,833 warheads capable of striking the U.S. The Defense Department says they have more, but for the sake of the argument we'll use the smaller figure. Five percent of 7,833 is 391. That means that

"Even if we accept the (questionable) proposition that SDI is technologically possible, it still does not make sense to any sane person."



even with a 95 percent effective "peace shield," 391 warheads will still hit this country.

In 1979, the Congressional Office of Technology Assessment estimated that a Soviet attack using 350 to 400 warheads would kill from eight to 20 million Americans within the first month. Transportation systems, industry, hospitals and food production would all suffer severe, if not complete, destruction. Many large U.S. cities could be left uninhabitable. So the surviving population would have to relocate. In short, society, at least as we know it, would probably be destroyed. We might be able to recover from such an attack, but the outlook would be bleak. As far as I'm concerned, a war in which 20 million are killed is no more acceptable than the war SDI is supposed to protect us against.

While proponents of SDI misdirect their arguments and contradict themselves in the areas of technology and costs, they surpass themselves with their simple-minded and ludicrous approach to arms reduction and military policy.

For instance, Wellik and Schroeder argue the SDI will shift the focus of the arms race from offensive to defensive weapons, going from strategy of "Mutual Assured Destruction" to "Mutual Assured Survival." But at the same time, the architects of SDI have decided that it isn't feasible to try to protect civilians. So instead we're going to protect our nuclear weapons that provide the deterrence which keeps the Soviets from attacking us. According to Schroeder and Wellik, "the knowledge that we would be able to retaliate, and that complete disablement is not possible under the protection of a space-based defense, would be enough to deter any first use of nuclear weapons." After this, they argue that "offensive nuclear weapons and space based defenses become mutually exclusive."

Question: Why wouldn't the Soviets attack us if we had Star Wars?

Answer: Because we would retaliate and wipe them out.

Question: Why don't the Soviets attack us now?

Answer: Because we would retaliate and wipe them out.

This is no shift. We're still talking about killing as many people as we can, only now defenses are involved. In fact nuclear force and strategic defense become mutually dependent, not exclusive.

Furthermore, SDI will only serve to escalate the arms race, not stabilize it as proponents claim. Schroeder and Wellik would have you believe that for some strange and unexplained reason, the Soviets won't develop defenses of their own. But if they do, that enhances their deterrent capability, which threatens ours—and so it goes. Perhaps you've noticed that all we're talking about again is our ability to kill people and protecting our ability to kill people—hardly revolution in the nuclear dilemma. SDI merely threatens to start a new and more dangerous branch of the arms race.

Some say Star Wars is an option we can't ignore. I say there is another option, one which doesn't include 20 million dead. One which the Reagan administration chooses to ignore. Unilateral disarmament. No matter what Star Wars costs, it's undoubtedly cheaper to stop development and deployment of weapons than it is to develop and build new ones.

Yes, nuclear weapons are with us for good. But that doesn't mean we have to accept the inevitability of nuclear war and learn how to counter it. It means that military and technological solutions to our political and social problems are no longer acceptable. They simply don't make sense. As unlikely as it seems, peace is the only solution. It would take a lot of cooperation and some trust, but to put it bluntly, if we don't learn to cooperate, our world has no future. Besides, peace really any more unlikely than Star Wars?